**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th LA \_\_\_ **Grade/Course:** \_\_\_\_7th\_\_\_\_\_ **Date:** \_Day Two and Three\_\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: This is my story Part II** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | |  | | --- | | **Unit Vocabulary** | | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  **Poem/Poetry-**a composition written in verse that often uses rhythm and/or rhyme  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | | |
| **Materials/Resources** | Laptop, projector, websites, literature book, short stories, etc…. | |

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| **Activating Strategy/ Bell Ringer** | Revisit Vocabulary…Quick game of BINGO |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **W.7.2 A-F**  **I Can Statements:**  **I can write a compare/contrast essay about the lives of two historical figures.**  **Instructional Plan:**   1. Get into groups of three and brainstorm facts about Rosa Parks or Nelson Mandela for five minutes. (Split the groups so that half work on Parks and half work on Mandela.) Following the Brainstorming, each group will create a visual representation of information about the person on whom they are working. 2. Pair the groups so that each new group has a Rosa Parks group and a Nelson Mandela group. The new groups will create a Venn Diagram using the visual representations. These Venn Diagrams will compare and contrast the lives of Parks and Mandela. |
| **Closing/Summarizing Strategy** | As a class, summarize the work done today. Have two groups share what they completed in class today. |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| See previous day | See previous day | Continue to work on vocabulary |
| **Assessment(s)** | Venn Diagram poster | | |
| **Reflection** |  | | |